Successful Inclusion of students with ADHD Using Universal Design for Learning

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What is Universal Design for Learning (UDL)?

• Framework or set of guidelines
• Use creativity: how can we incorporate music, video, clay modeling, going outdoors or tossing a ball in the classroom
• Stimulate every type of learner
• Requires planning ahead of time for the range of students
• Can include technology, but not solely
• Look at ways to improve the learning environment, not at deficient learners
• Give info to students in multiple ways
• Increases positive learning outcomes for all students
Universal Design for Learning (UDL)

• In simple terms, UDL is when we embed more flexible strategies into our curriculum during planning so all students can access a variety of learning solutions.

• UDL anticipates needs of diverse learners.
UD of Instruction

• Multiple means of representation, to give learners various ways of acquiring information and knowledge

• Multiple means of action and expression, to provide learners alternatives for demonstrating what they know

• Multiple means of action and engagement, to tap into learners' interests, offer appropriate challenges, and increase motivation (CAST)
UD of Instruction

• Class Climate. Adopt practices that reflect high values with respect to both diversity and inclusiveness.
• Interaction. Encourage regular and effective interactions between students and the instructor and ensure that communication methods are accessible to all participants.
• Physical Environments and Products. Ensure that facilities, activities, materials, and equipment are physically accessible to and usable by all students and that all potential student characteristics are addressed in safety considerations.
• Delivery Methods. Use multiple, accessible instructional methods that are accessible to all learners.
Information Resources and Technology. Ensure that course materials, notes, and other information resources are engaging, flexible, and accessible for all students.

Feedback. Provide specific feedback on a regular basis.

Assessment. Regularly assess student progress using multiple, accessible methods and tools and adjust instruction accordingly.

Accommodation. Plan for accommodations for students whose needs are not met by the instructional design. (Burgstahler, 2007a)
Universal design for learning (UDL) is a framework for removing barriers by anticipating the needs of all students.

The 3 principles of UDL:

- Learning differs across tasks
- Learning differs across development
- Learning differs across individuals

***Universal design for learning (UDL) is a framework for removing barriers by anticipating the needs of all students***
Principle 1 - Representation

• Learners differ in the ways that they perceive and comprehend information that is presented to them.

  – **How will you teach** the content?
  
  – **How will students learn** the content independently?
Principle 2 – Action & Expression

• Learners differ in the ways that they can navigate a learning environment and express what they know.
  – How will students show you what they know?
  – How do you differentiate the ways that students can express what they know?
Principle 3 - Engagement

• Affect represents a crucial element to learning, and learners differ markedly in the ways in which they can be engaged or motivated to learn.
  – **How will students** be engaged in the content?
  – **How do you stimulate** interest and motivation for learning?
Practically Implementing UD

• Presentation: Create content first, then design
  ❖ Teach students to self-regulate and self-monitor
  ❖ Use backward design for lesson planning
  ❖ Think about the objectives for the class
• How can you allow for multiple means of assessment across the term?
  ❖ What are best assessments to use? What changes can you make to current assessment to get better engagement & results?
Web Resources

- http://www.udlcenter.org/implementation/examples
Resources

• CAST: http://www.cast.org/